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ABSTRACT

Kilby Laboratory School is affiliated with the University of North Alabama, under the direction of the Dean of the School of Education. The school includes a preschool and K-6 program. This paper describes how teachers and staff developed the school's improvement plan, with a focus on the staff retreat held in 1994 to outline the mission statement, develop action plans, foster commitment to work in focus-interest groups, and conduct focus-group training. The staff decided on a concerns-based adoption model, which recognizes the importance of individual involvement and development. The model is a "first-order" change directed toward improving the efficiency and effectiveness of current structures and processes without disturbing the school's basic organizational features. One figure is included. Appendices contain a sample retreat agenda and evaluation, the principles of the concerns-based adoption model, a list of participants, educational objectives, and focus-group statements. (LMI)

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"Linking School Community Members for School Improvement"

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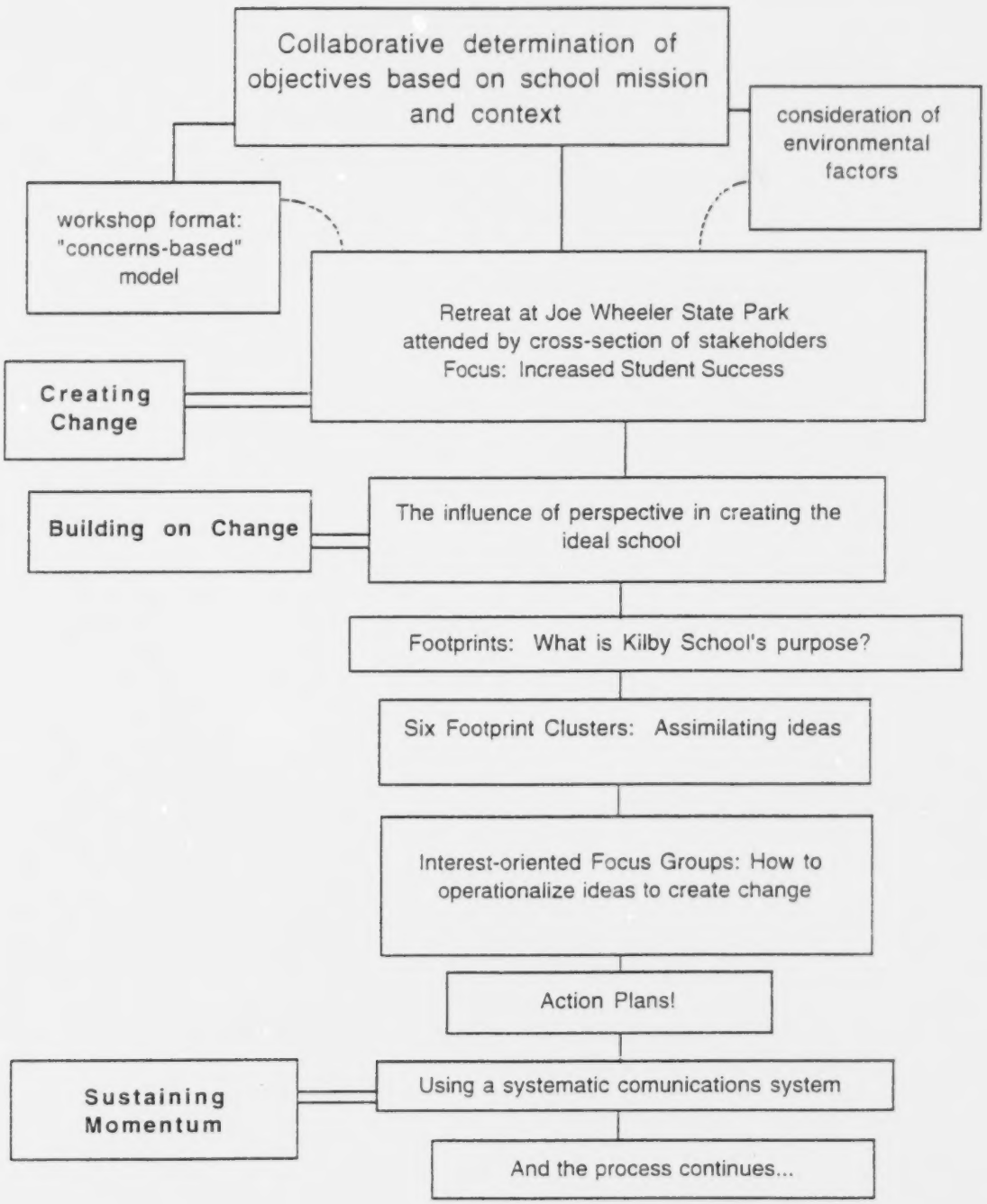
Long-Range Planning Retreat
Kilby Laboratory School


Collaborative determination of objectives based on school mission and context
consideration of environmental factors
workshop format: "concerns-based" model
Retreat at Joe Wheeler State Park
attended by cross-section of stakeholders
Focus: Increased Student Success
Creating Change
Building on Change
The influence of perspective in creating the ideal school
Footprints: What is Kilby School's purpose?
Six Footprint Clusters: Assimilating ideas
Interest-oriented Focus Groups: How to operationalize ideas to create change
Action Plans!
Sustaining Momentum
Using a systematic comunications system
And the process continues...

Introduction

Kilby Laboratory School is affiliated with the University of North Alabama, under the direction of the Dean of the School of Education. While Kilby School is the only remaining laboratory school in the state, its genesis dates to 1922 when it was established as part of the teacher education program of the then Florence State Normal School. The current organization of the school includes a kindergarten through sixth grade program with a nursery school being added in 1975 and housed adjacent to the existing school facilities. School enrollment, including the preschool program, is 188 students with a full-time faculty of eight teachers and two and one-half support faculty positions.

In June, 1993, following a national search, Dr. James L. Hope was selected as Director of Kilby School. On launching the school year, Dr. Hope initiated discussions with the several publics of Kilby School, e.g. parents, staff, the university administration, faculty, and community members, regarding the school's mission, programs, institutional relationship, and community relationship. It was his determination that the best and most efficient means of acquiring consent to the mission and direction of Kilby School was to bring together its many stakeholders.

Discussions for developing a school improvement design for Kilby School began in the October, 1993 between the Director, Dr. James L. Hope and Dr. John Light, UNA faculty member (Appendix IA). Dr. Lynn C. Gillaspie and Dr. Regina M. Watkins, also members of UNA faculty, joined the planning discussions in January, 1994 and, too, became principal retreat leaders in collaboration with Dr. Hope and Dr. Light.

The change design concept generated in October, 1993, was based on the narrative, "What We Have Learned About Change." (Appendix IB) School improvement does not occur by changing programs, procedures or processes. Change is highly personal, and people can create change only by altering their behavior. These behaviors should be planned and systematic to accomplish interventions that are needs-driven. Individuals must see the change as satisfying a need, "realizing that those needs exist in particular contexts and settings." Based upon the aforementioned premises, the following five primary objectives served as the instructional targets for the planning retreat (Appendix IC).

A. Select five to eight focus statements for Kilby School.
B. Prioritize the focus statements through consensus.
C. Gain from stakeholders a commitment to work with a focus interest group.
D. Create action plans within the focus groups.
E. Train and practice within focus groups to carry out group prepared action plans.

Creating Change

On March 19, 1994, the Kilby School planning retreat "Mapping Our Way" was held at Joe Wheeler State Park Lodge. Forty-one people attended, representing the cross-section of stakeholders related to Kilby School (Appendix II). Selection of invitees was determined by Dr. Hope. The retreat began at 9:30 A.M. and concluded at approximately 5:00 P.M.

To accomplish the five retreat objectives, facilitators identified environmental factors that needed to be addressed before meaningful development of the change process could begin.

1. While all participants maintained an interest in Kilby School their interests had to be merged into a directed focus for the school.
2. With diverse group interests and individual characteristics, participants needed to understand the orientation of participants' interests as well as their individual means for understanding and accepting differing views.
3. Consensus building as a group process requires compromise and acceptance, not intimidation and intolerance.
4. Cooperative group decision making requires varying roles of group members, and every member must assume a working role.
5. Training the participants for their individual and collective tasks requires high mental and physical energy and flexibility in the agenda with activities to maintain comfort and motivation.
6. Transitions must be efficient, and each skill achievement should serve as readiness for the next process of the planning sequence.

Subsequently, each agenda item (Appendix III) and transition were deliberate and organized to achieve one or more of the six (6) environmental factors.

Building on Change

Utilizing a "concerns-based model," small groups of retreat participants brainstormed ideas, outcomes, and/or school life issues focusing on Kilby School students with the target as increased student success (Appendix IV). Each group exhibited their "footprints" (ideas on blank footprint patterns utilizing the theme) and gave a brief rationale for each.

After each group achieved consensus each footprint was then grouped according to similarities of ideas, outcomes, and school life issues. The use of this systematic process allowed classification and challenge to the consensus groupings. At the conclusion, all items were placed in one of the six categories called "footprint clusters." (Appendix V)

Participants were then challenged to choose an interest cluster, joining others with the same commitment, to comprise a Focus Group. The charge to each Focus Group was to coalesce, creating a focus statement reflecting the cluster of ideas generated by the total group (Appendix VI). Each Focus Group in turn shared their statement, again building on consensus from the total group, before proceeding into the creation of activities.

Upon completing their focus statement each group identified actions, activities, strategies, timelines, and resources to operationalize their focus statements (Appendes VI and VII). In this process, groups were encouraged to be creative, unconventional, and spirited in their endeavor. The outcome was to leave with specific directions and plans with which the group could proceed immediately in implementing.

Sustaining the Momentum for Change

Forecasting potential needs to sustain the energy and commitment of the stakeholders requires consideration for short-term and long-term

needs. The most immediate requirement was a systemic communication process. The elements utilized included:

* convener/messenger for each focus group;

* central clearing committee to coordinate and support the activities of the focus groups;

* an incoming and outgoing process for new ideas;

* a process for adding or replacing membership to each focus group;

* an "Improvement Newsletter" and the identification of key communicators to keep the diverse publics of the school in touch.

Additional planning concepts can, therefore, be installed to augment this initial process. Such concepts include strategic planning, marketing designs, and decision-making models which provide long-term efforts and communication processes.

Summary

The model described herein is but the initial step to a process of change for school improvement. According to Cuban,* this effort would be classified as a "first-order" change directed toward improving the efficiency and effectiveness of what is currently done without disturbing the basic organizational features of the school. Such efforts and planning designs at this level are usually successful and impact increased student success.

*Cuban, Larry, "A Fundamental Puzzle of School Reform," Phi Delta Kappan. January, 1988, pp. 341-344.

Appendix IA

MEMORANDUM

October 27, 1993

TO : Dr. Jim Hope, Director, Kilby School

FROM : John D. Light, Associate Professor of Education, Secondary Education

RE. : Development of Kilby School

I really enjoyed our discussion Wednesday. May I first state that your invitation to participate with you in this initial phase of development of Kilby School is appreciated.

The following outlines a sequence of activity drawn from our conversation:

November - December

Develop a process for involving Kilby stakeholders in a planning process.
Identify members of planning council/team.
Create calendar for council/team meeting/retreat.
Define role of council/team.

January - March

Planning Council/team meeting/retreat
Development for mission statement of Kilby School
Identify action plans for Phase I development of Kilby School -1994
Allocate resources and responsibility for Phase I.

April - May

Finalize planning document for dissemination and communications.
Organize necessary grouping of stakeholders to focus on goals.
Organize staff toward the development of professional development process.

June - July

Engage plan
Provide feedback for revisions and implementation of Phase II.

JDL:cj

Appendix IB

What We Have Learned About Change

1. Change is a process, not an event. We know that change is a process occurring over time, usually a period of several years. Recognition of this is an essential prerequisite of successful implementation of change.
2. Change is accomplished by individuals. Individuals must be the focus of attention in implementing a new program. Only when each (or almost each) individual in the school has absorbed the improved practice can we say that the school has changed.
3. Change is a highly personal experience. What we mean here is that individuals are different; people do not behave collectively. Each individual reacts differently to a change, and sufficient account of these differences must be taken. Some people will assimilate a new practice much more rapidly than others. Change will be most successful when its support is geared to the diagnosed needs of the individual users. Paying attention to each individual's progress can enhance the improvement process.
4. Change involves developmental growth. Individuals involved appear to express or demonstrate growth in terms of their feelings and skills. These feelings and skills tend to shift with respect to the new program or practice as individuals pass through an ever greater degree of experience.
5. Change is best understood in operational terms. Teachers, and other, will naturally relate to change or improvement in terms of what it will mean to them or how it will affect their current classroom practice.
6. The focus of facilitation should be on individuals, innovations, and the context. We tend to see school improvement in terms of a new curriculum, a new program or package - something concrete that we can't hold onto. But in doing so, we forget that books and materials and equipment alone do not make change; only people can make change by altering their behavior. Furthermore, effective change facilitators work with people in an adaptive and systematic way, designing interventions for clients' needs, realizing that those needs exist in particular contexts and settings.

Appendix IB, cont'd

In summary, because the Concerns-Based Adoption Model is client-centered, it can identify the special needs of individual users and enable the change facilitator to provide vital assistance through appropriate actions. This approach helps to maximize the prospects for successful school improvement projects while minimizing the innovation-related frustrations of individuals.

Taking Charge of Change
By Shirley M. Hord
William L. Rutherford
Leslie Huling-Austin
Gene E. Hall

Appendix IC

KILBY SCHOOL PLANNING RETREAT

"Mapping Our Way"

Objectives:

- Build 5 to 8 focus statements for Kilby School.
- Gain consensus for focus statement.
- Create action plans for each focus statement.
- Develop strategies for the implementation of action plans.

Appendix II

Participants

Robert Potts (President, UNA)
Joe Thomas (U. P., UNA)
Fred Hattabaugh (Dean of Education)
Janice Nicholson (Elementary Chair, UNA)
Nancy Draper (UNA Faculty)
Greg Risner (UNA Faculty)
Janice Myhan (UNA Faculty)
Luther Davis (Parent)
Ernestine Davis (Parent)
Pam Wright (Parent)
Chris Heaton (Parent)
Rachel Strong (Parent)
Bill Huddleston (Parent)
John O'Conner (Parent)
Elise Gilchrist (Parent)
Brenda McClain (Parent)
John Musgrove (Parent)
Craig Christy (Parent)
Nelson Starkey (Legislator)

James Hope (Principal, Kilby)
Martha Benton (Sect'y, Kilby)
Linda Keckley (Teacher)
Shirley Bratton (Teacher)
Kathy Wallace (Teacher)
Margaret Lawler (Teacher)
Kim Romine (Teacher)
Sandra Ford (Teacher)
Brenda Webb (Teacher)
Sandy Magnuson (Counselor)
Sharon Warren (Librarian)
Andrea Morgan (Teacher)
Kim Nelson (Teacher)
Janice Ezell (Teacher)
Jacqueline Osborne (Teacher)
John Light (UNA Faculty, Workshop Facilitator)
Regina Watkins (UNA Faculty, Workshop Facilitator)
Lynn Gillaspie (UNA Faculty, Workshop Facilitator)

Appendix III

AGENDA

9:30	Arrival/Mixer
9:45	Introductions
10:00	Name tag activity and peer introductions - Who are our travel companions?
10:30	Overview of day
10:45	A colorful activity and the creation of an ideal school - Which way are we headed?
11:45	Regroup for mapping exercise
12:30	Lunch and rest
1:30	Sharing of mapping exercise
2:30	Stop at a rest area for an energizer
2:45	Consensus building
3:30	Take a pit stop break
3:45	Reassemble as interest/action groups- Check your compass
4:45	Mapping the future path
5:30	Supper

Appendix IV

FOOTPRINTS

Critical thinking and problem solving
Academic excellence
High quality education for all who attend
Model program
Reinstate swimming program
High quality of teachers
Program fee
Emphasize the development of the whole child; physical, emotional, social, and intellectual
Appropriate scope and sequence
Innovative teaching
After school care program
No homogenized mediocrity
Focus on math and science
Offer high quality education for all who attend
High quality teachers
Community and university rejoice for improving teaching
Provide inservice activities
State of the art educational practices
Best possible teaching/learning environment
Add 7th and 8th grade
Adequate support for special teachers and programs
Full utilization of community and university resources
Full use of parent resources
Parent involvement
Financial support for teachers and programs
Community building
Integrated curriculum
Self esteem/self concept
Emotional well being in the classroom
Hands-on learning activities
Global citizenship
Varied curriculum
More technology in the classroom
Hands-on learning
Critical thinking/problem solving
After school care
Focus on language skills/expression and communication
Serve the educational needs (N-6) of UNA faculty, staff, and student families

Appendix U

FOOTPRINT CLUSTERS

FOOTPRINT 1
More technology in the classroom
Critical thinking/problem solving

FOOTPRINT 2
Academic excellence
Appropriate scope and sequence
No homogenized mediocrity
Focus on math and science
Offer high quality education for all who attend
Integrated curriculum
Hands on learning activities

FOOTPRINT 3
Add 7th and 8th grade
Reinstate swimming program
Institute fee
Serve the educational needs (N-6) of UNA faculty, staff and student families
Adequate financial support for special teachers and programs

FOOTPRINT 4
Representative student body
Develop positive self concept and emotional well being in the classroom
Self-esteem/self-concept
Cultural diversity of students
Encouraging every child's personal/individual learning
Global citizenship
Emphasize the development of the whole child

FOOTPRINT 5
Model program
Testing and refining innovative and promising educational practices
Establishment and adaptation of current and effective teaching methods - state of the art/cutting edge

Appendix U, cont'd

FOOTPRINT 5 (cont'd)
Serve as important resource for teacher training (UNA and community)
Establish portfolio assessment
Continuity and consistency in instructional philosophy
Constant self-evaluation of the school program and teaching methods
High quality of teachers
Best possible teaching/learning environment

FOOTPRINT 6
After-School care program
Community and university resource for improving teaching
Full utilization of community and university resources
Parent involvement
Community development/building

FOOTPRINT 7
Establishment of strong relationship between UNA and the laboratory school
Establishment of a cooperative community effort
Broad based parental support and involvement
Full utilization of community and university resources
Retain tie to UNA (maintain symbiotic relationship)
Parent involvement
Organized parental assistance

Appendix VI

FOCUS STATEMENTS

STATEMENT 1: The teacher, as facilitator, will establish an environment which fosters the development of creative/critical thinking to enable students to become better problem solvers.

Action Activity: To provide opportunities for focus statement to occur. Strategies to be used across the curriculum:

Allow students to be problem developers
Teach and model problem solving strategies
Provide activities that promote discrimination in thinking
Provide opportunities for students to evaluate own work
Encourage students to think about their own thinking process/ reflective thinking

Time Line for Achievement: Immediate implementation
Resources needed: Wide variety of teaching materials

Team: Brenda Webb
Janice Myhan
Shirley Bratton

STATEMENT 2. To achieve overall academic excellence, the curriculum is configured and committed to be maximally integrative such that math, science, arts, and language skills are addressed in all segments of the curriculum. Additionally, through a combination of hands-on learning activities and a conceptual approach, original, critical thinking will be fostered and promoted to enhance and advance the physical, social, emotional, and intellectual development of students. Throughout the curriculum, emphasis will not be on rote acquisition and retention of information, but rather on contextualizing knowledge in a fashion conducive to its practical application.

Action Activity: Identify schools and methodologies
Strategies to be used: Call, visit, or write successful schools for information, plans and goals. Find resources.

Timeline for achievement: December 1994
Resources needed: Funds for travel (teachers & parents)

Team: Brenda McClain
John Musgrove
Martha Benton
Margaret Lawler
Sandra Ford

STATEMENT 3. Serve the educational needs of UNA faculty, staff, and student families in such a way as to become a model for the state.

Action Activity: Add 7th and 8th grades
Strategies to be used: It is recommended that based on the restructuring of middle schools in the Florence school system adding a 7th and 8th grade at Kilby would facilitate the transitions for Kilby graduates.
Timeline: This should be coordinated with the implementation of the new master plan for Kilby School.
Resources needed: Tied to campus expansion.

Action Activity: Include activity programs designed to position Kilby to serve as a model for the state.
Strategies to be used: Include programs such as swimming, art appreciation, Spanish, physical education, and music.
Timeline for achievement: As soon as possible.

Team: Pam Wright
Elise Gilchrist
James Hope
Craig Christy
Rachel Strong

STATEMENT 4. Because we live in a global society with so much emphasis being placed on today's students having limited geographic knowledge, it is important that Kilby become a more culturally diverse institution. By doing this students' self esteem will improve tremendously.

Action Activity: Integrate multi-cultural education in to the curriculum.

Strategies to be used: Children will research and report on their own cultural heritage. Expand program for international week. Invite people from other cultures to serve as resource people on a regular basis. Evaluate social studies curriculum to ensure that it places emphasis on multi-cultural education.

Timeline for Achievement: Ongoing

Resources needed: Resource people from the community. Social studies classes from UNA.

Action Activity: Increase Kilby students' awareness of their "place" in the global community by involving them in their own community.

Strategies to be used: Increased discussion of current events, role playing/ problem solving activities, bring in community speakers to educate students about needs/problems in their own community, develop school community project or class community projects.

Timeline for Achievement: Most could begin immediately, with program of speakers developed for fall. Projects could be chosen and started in fall.

Action Activity: Develop self-esteem by encouraging every child's personal/individual learning.

Strategies to be used: Children share talents and hobbies with classmates. Implement portfolio assessment. Encourage individual research on topics of interest.

Action Activity: Educate the public about Kilby School.

Strategies to be used: TV, newspaper, "open house," create brochure, "kid" video, distribute brochures to preschool programs, Dr. Hope and Ms. Ford to address church groups. Have open house at Kilby.

Timeline for Achievement: Newspaper: now (fall supplement). Ongoing work on video (Janet McMullen) this spring - put together the brochure this spring.

Resources needed: On campus resources: video department, printing shop and publications.

Team: Nancy Draper
Linda Keckley
John O'Connor
Sandy Magnuson
Fred Hattabaugh

STATEMENT 5. Kilby will become a model teacher training center which includes innovative teaching techniques based on sound theory and research.

Strategies to be used: Staff development activities for Kilby Faculty - Teacher Teams - Kilby School and UNA Department of Elementary Education faculty aired to work together to share innovative techniques, expertise, and implementation of the techniques. - Action research projects - Share information about faculty development activities.

Timeline for Achievement: Strategies could be implemented during the 1994-95 school year.

Resources needed: No financial resources are needed. Planning time and energy needed.

Team: Janice Nicholson
Greg Risner
Kim Romine
Kathy Wallace
Sharon Warren

STATEMENT 6. The Kilby family will be proactive in enhancing cooperative relationships with the rest of UNA and the greater Shoals community.

Action Activity: Select a diverse task force to identify ways to enhance cooperative relationships with the greater Shoals community.

Strategies to be used: Determine groups to be represented on task force, i.e., Kilby faculty, parents, Chamber of Commerce, UNA, TVA

Timeline for Achievement: Spring '94 - Determine representative groups, do matrix and identify individuals for each area involved, PTO, Executive Committee, Fall '94 - charge task force. Spring '94 - implement task force ideas.

Resources needed: Meeting room and general committee work materials.

Action Activity: To build a systematic parent/guardian involvement program.

Strategies to be used: Orientation and Handbook
Adoption by business/community groups
parent/school based leader teams

computer lab
fundraiser
xeroxing
cutting of manipulatives
driving field trips
reading to students
parent resource center
bulletin boards
tutoring
drives (good, etc.)
utilizing parents' strengths
parent newsletter

Timeline for achievement:
By fall of 194, initiation of program. Orientation with Handbook
By January, '95 volunteers in place.
Ultimate goal fall '95 a parent helper in each classroom.
Resources needed: Money for the orientation handbook, lots of volunteers, encouragement and educational reinforcement for volunteers.

Action Strategy: To strengthen the symbiotic relationship between Kilby and the Elementary Education Department and to expand that relationship to all other facets of the University.
Strategies to be used: Form cooperative teams of Kilby faculty members and members from other departments to present workshop and inservice programs. Kilby faculty members guest teach in other departments. Collaborative professional publications. Members from other departments demonstrate at Kilby. Collaborative research projects.
Resources needed: The resources should be sought on legislative level. If funding cannot be achieved through the State, other vehicles such as implementation of school fees should be pursued.

Action Activity: Secure adequate funding for school operations.
Strategies to be used: Funding from the following sources should be acquired (in descending order): 1. State legislative support;
2. Mandatory general encompassment fee; 3. Per program pay basis;
4. Corporate sponsorship of specific programs.
Timeline for achievement: NOW - Should take the highest priority.

Resources needed:

1. Budget projection team
2. Budget evaluation team
3. Communication networking committee (lets funding sources know our needs).

Team: Joe Thomas
Janice Ezell
Bill Huddleston
Andrea Morgan
Chris Heaton

Appendix VII

Benchmarks

Kilby Retreat Evaluation
"Considering the Journey"

1. What do you see as the primary focus of Kilby School? List three and prioritize.

   1. Educate children in an effective school environment.
   2. Demonstrate model teaching techniques that seem to enhance classes/ preservice teachers at UNA.

   1. To become a school that meets the needs of all its students.

   1. Academic Excellence
   2. Cutting edge in instruction
   3. Service to UNA, community & parents

   1. Be a lighthouse school (quality and unique)
   2. Enhance relationship with rest of UNA & community
   3. Have a focused mission

   1. Best education available in state
   2. Teacher children to think for themselves
   3. Be a place for interns, inservice, etc.

   1. Providing best education possible for students
   2. Serving as a model laboratory school
   3. Being an integral part of UNA

   1. Do what is necessary to build positive team building relationships horizontally, vertically, and in diverse directions
   2. Exemplary/Quality 'state of the art' instructional methods
   3. Global Emphasis - extend content of instruction, methodologies, resources, and persons beyond the geographic region.

   1. Model school
   2. UNA faculty - Kilby - communication
   3. Technology in classrooms

   1. To be an exemplary school preparing our students to be leaders and learners for life.

   1. Best education for Kilby students
   2. Kilby needs to lead the state in teaching methods & technologies.
   3. Making Kilby more of a 'community' school.

1. I see Kilby as a demonstration lab school where exemplary teaching methods are taking place. It should be a model for the state.
2. Take full advantage of UNA & community resources.
3. Strong parental involvement.

1. To be a model for the latest innovative and effective teaching methods.
2. To set an example as the state's only laboratory school.
3. To have the highest standards for the main focus - the children as learners.

1. To extend excellent teaching strategies beyond Kilby into the community.
2. To <u>begin</u> establishing this outreach effort by developing appropriate strategies/management in the classroom now.
3. To increase the effort to include and educate parents as to why Kilby <u>must</u> be more than just an excellent school for its students.

1. A demonstration school
2. An exemplary program
3. A marriage of Kilby with the rest of the University and with the community.

1. To secure adequate funding
2. To establish mechanisms that will be for program evaluation, expansion, and prioritizing.
3. Consider public relations efforts to get the Kilby story in the hands of the community and policy makers.

1. Teaching students to think, to rationalize, to create and to love learning.
2. Teaching student teachers the latest, most effective methods of teaching.
3. Staying in the vanguard of training teachers and utilizing UNA's resources and introductory technology skills to Kilby students.

1. Providing a top-quality education to the children of parents who are <u>committed</u> to contributing to the Kilby learning experience.
2. To be a locus of innovation in educational training & curriculum.
3. To serve the community as a model of excellence in educational instruction.

1. Focus on academic excellence & teaching our kids to think.
2. Developing a stronger relationship with UNA & the community, utilizing more available resources & becoming a resource ourself.
3. Strong emphasis on parent involvement in their children's overall education experience.

1. Develop the problem-solving/critical thinking skills of Kilby students.
2. Broaden the cultural diversity of Kilby students (through the community).
3. "Fine tune" the academic skills/integrated curriculum.

1. Become a culturally diversified school.
2. Become a model of the newest innovative teaching techniques.
3. Provide the best education a student could receive anywhere.

1. Provide excellence in education for Kilby School students & student teachers
2. To utilize UNA parents, community & teachers toward excellence in education for Kilby students.
3. To enhance diversity in Kilby School.

1. Include more innovative teaching strategies.
2. Increase parental involvement.
3. Provide an integrated comprehensive curriculum that meets the needs of all students.

1. To provide an optimum learning environment for students.
2. To serve as an exemplary school for the community (innovative techniques) and for teacher training.
3. To serve as a school that promotes/encourages/appreciates individual differences.

2. What techniques were effective for you as a participant?

Small Group Work - brainstorming and sharing
The interaction of all participants
Group activities and interaction including parents
Brainstorming & action plans & broad-based involvement
To be split and re-split into different groups
Work sessions with other participants - 'blue, green, orange, gold' sessions
'Lower key' work sessions structured to be task-oriented
Group discussions - footprints
Stating goals and identifying where we are headed
It was a relaxed atmosphere and each phase was 'fun' and enlightening
Working in small groups with different people in each
1. Communicating; 2. Brainstorming; 3. Establishing Committees
The way the workshop 'dissected' the goals
1. Brainstorming from the various groups - parents, UNA administrators, faculty;
2. Group mixing allowed good interaction between these groups listed above
Small groups - changing make-up of groups
Focus groups
Changing group make-ups for each activity to melt different participants
Assigning manageable tasks, to be thought through, written up within a specified (usually brief) amount of time
Being part of several different groups so as to hear a wide variety of opinions
Brainstorming ideas to establish priorities
I enjoyed all the various techniques. Sometimes just hearing other ideas gives birth to new ideas/opinions within yourself
Small group interchanging of ideas

1. Ice breaker opener was very good; 2. Footprints section - individual input valued
Brainstorming to determine action activity and strategies
Group activity (working with different people, sharing many ideas, points of view), direct involvement (fun!)

3. What was the "muddiest" in terms of content, instruction, activities, etc.? (If nothing comes to mind, please signify with a NO.)

No - 18
Mississippi is muddiest - I'm an orange
I thought the process was very effective; Next year we should start with a look at what has been accomplished over the past year
Specifics - follow-up
1. Definition of group objectives; 2. Name game; 3. Lack of time devoted to
Not specifying (even if only in general terms) the style in which focus statements were to be drafted, e.g., as resolution, as proposal, as mission --
It was most difficult to prioritize our focus statements in terms of importance
Not quite enough time for the self-assessment part of the name-tag activity